Communication and Language

Listen, learn and remember how to stay safe on the beach



Use language to recreate roles during imaginative play

Frogs:

- Express your point of view and listen to other peoples opinions
- Engage in conversations with adults and answer why questions

Tadpoles:

- Understand simple questions abut 'who', 'what' and where'
 - Develop pretend play through word and actions

<u>Literacy</u>

- Create our own stories as a group and record them in different ways
- Explore mark making in mud, sand and paint

Frogs:

- Talk about our favourite parts of stories, repeat phrases and think of alternative endings
- Practise writing/forming letters

Tadpoles:

- Make marks on pictures to represent the first letter of vour name
- Develop play around favourite stories using props

Woodland:

- Talk about how the woodland is changing in the summer
- Negotiating uneven terrain, improving upper strength and balance on rope swings

Seasonal/Celebrations

- Graduation
- Sports Day
- Armed Forces Day
- Grandparents Day
- Summer Fair

Visits/Trips

Visit from RNLI

Transition Sessions

We promote the Characteristics of Learning through all that we do.

PARCC-we are Aspirational,

Resilient and challenge seeking, Caring and collaborative, Creative and curious.

Personal, Social and Emotional

- Extend friendship groups by including other children in games
- Gain confidence to talk to new adults and peers in school or new room
- With adult support adapt behaviour to different events eg sports day/graduation/transition days

Frogs:

- Talk with others to resolve conflicts
- Show an understanding of how others might be feeling

Tadpoles:

- Talk about your feelings in more elaborate ways eg im sad because...
- Notice and ask questions about differences eg skin colour, types of hair, gender, special needs/disabilities

Summer 2



'Holidays'



234 678 5910

<u>Maths</u>

Frogs:

- Solve real life maths problem with numbers up to 5
- Compare quantities using language of more than and fewer than
- Begin to describe a sequence of events using words such as first, then...
- Combine shapes to make new ones
- Describe the properties of 2D and 3D shapes eq sides/corners/curvy/flat

Tadpoles:

- Notice patterns and arrange things in patterns
- Complete jigsaw puzzles
- Compare amounts and use mathematical words eq lots, more, same.

Physical Development

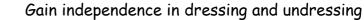
- Develop ball skills eg passing, scoring and rolling
- Run at different speeds
- Develop fine motor skills eg by using finer paintbrushes

Frogs:

- Remember and perform sequences and patterns of movements which are related to music and rhythm
- Move your body in different ways eg slithering, running, crawling, shuffling, hopping
- Develop scissor control and make snips in a range of materials

Tadpoles:

 Explore using different tools and materials eg clay, brushes, shells



Begin to gain an understanding of healthy choices.



Understanding the World

- Learn about beach flags and lifeguards-who are they, what do they wear and what do they do?
- Observe/discuss caterpillars growing and changing

rrogs:

- Understand the key features of the life cycle of a plant and an animal
- Explore and talk about different forces we can feel
- Talk about the differences between materials and changes we notice in relation to recycling.

Tadpoles:

- Notice and talk about the differences between people
- Make connections between your own family and other families

Expressive Arts and Design

- Explore the different sounds that musical instruments make and play them in different ways eg slowly, fast, loud
- Use our imaginations when exploring different materials
 Frogs:
- Create own songs and improvise a song around one that we know
- Explore colour and colour mixing
- Show different emotions through drawing/painting eg happiness

Tadpoles:

- Develop pretend play, pretending objects represent another eg using a block as a phone
- Make simple models using your own ideas



- ⇒ Explain to a family member how to stay safe on a beach.
- → Talk to a grown up about what the beach flags mean.

- → Make marks in sand, mud and paint, then tell someone what you have drawn
 - Focus Stories

Maisy Goes on Holiday

Sally and The Limpet

What the Ladybird Heard at the Seaside

Winnie at the Seaside

We're Going on a Picnic

Shark in the Park

Amazing

Useful link: What to Expect in EYFS https://
foundationyears.org.uk/wp-content/uploads/2021/09/What-toexpect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf

- ⇒ Speak to your family about how you're feeling and how others may be feeling
- → Talk through the transition into school or into the Frogs class

Activities to Try at Home

- → Talk about the patterns

 that you notice around you

 and on your clothes eg

 spotty/stripy t-shirts
- ⇒ Look for shapes on the way to nursery

- ⇒ Practise running atdifferent speeds in thepark or in your garden
- ⇒ Draw with pens, crayons and chalks

- ⇒ When out walking, listen to the birds/wind/leaves/cars etc
- ⇒ Talk about the caterpillars changing

⇒ Explore colour mixing, what do you notice when you mix yellow and blue?

If you have tried one of these activities at home please share with us or add photos to Tapestry.